



Missouri Public School Accountability Report

2003-04 School Year

*Key statistics about
Missouri's public schools,
including information
required by
"No Child Left Behind"*

Preschool Enrollment

(3-, 4- and 5-year-olds in pre-kindergarten programs operated by public schools)

	1999-00	2000-01	2001-02	2002-03	2003-04
Preschool*	NA	NA	NA	10,697	11,604
Special Education	7,725	8,036	9,024	10,041	10,893

*Includes Title I, district-sponsored and Missouri Preschool Project programs

Public School Enrollment, K-12

(Includes students in state-operated schools)

	1999-00	2000-01	2001-02	2002-03	2003-04
Total Enrollment	895,624	892,975	890,200	893,571	893,270
Asian	1.1%	1.2%	1.2%	1.3%	1.4%
Black	17.3%	17.4%	17.5%	17.7%	17.8%
Hispanic	1.6%	1.8%	2.0%	2.3%	2.5%
American Indian	0.3%	0.3%	0.3%	0.3%	0.4%
White	79.7%	79.3%	79.0%	78.4%	77.9%

Students Receiving Special Education Services, Ages 5-21

(Includes students in state-operated schools)

1999-00	2000-01	2001-02	2002-03	2003-04
14.2%	14.4%	14.9%	15.0%	14.9%

School Accountability Report Cards

State law (Section 160.522, RSMo) requires school districts to issue an annual "school accountability report card." Districts must provide detailed information about each attendance center, as well as information about academic performance, finances, staffing and other district-level indicators.

In 2001, the General Assembly enacted legislation requiring the reporting of virtually all educational statistics at the *building* level. Previously, since 1996, districts had been required to publish mostly *district*-level data.

The federal No Child Left Behind Act of 2001 (NCLB) required extensive additional reporting of data by school districts and states, beginning in 2003-04.

As a result of Missouri's annual school reporting law, Missouri schools were ahead of the curve and largely in compliance with the new reporting requirements included in NCLB.



Students Eligible for Free- or Reduced-Price Lunch

1999-00	2000-01	2001-02	2002-03	2003-04
36.6%	37.0%	37.9%	39.4%	40.7%

Limited English Proficiency (LEP) Students

1999-00	2000-01	2001-02	2002-03	2003-04
1.1%	1.3%	1.5%	1.7%	2.1%

Online Data

The federal law also requires the Department of Elementary and Secondary Education to publish a state-level “report card” with specific data about student and school performance. This document fulfills that requirement.

The Department has developed a Web-based system for displaying nearly all of the data that school districts are required to include in their local reports. With this system, state officials are able to compile information that school districts have already submitted to the state and produce a consistent report that meets nearly all the requirements of state law.

The online school report cards may be accessed at <http://dese.mo.gov/schooldata>. At this location, select the name of any school district or charter school, then select the link to School District “Report Cards.”

The format of this *Accountability Report* is very similar to that of the online report cards the Department publishes for each district and school.

Rates of Pupil Attendance

	1999-00	2000-01	2001-02	2002-03	2003-04
All Students	93.6%	93.7%	93.9%	93.7%	94.1%
Elementary (K-8)	94.4%	94.6%	94.6%	94.5%	94.7%
Secondary (9-12)	91.4%	91.5%	92.0%	91.9%	92.6%

High School Dropout Rates

	1999-00	2000-01	2001-02	2002-03	2003-04
All Students	4.5%	4.2%	3.7%	3.4%	3.9%
Asian	2.7%	2.5%	1.6%	1.4%	1.5%
Black	6.5%	6.2%	5.8%	5.4%	6.2%
Hispanic	8.6%	7.1%	5.9%	5.2%	6.0%
American Indian	3.4%	5.1%	4.8%	3.9%	4.5%
White	4.1%	3.8%	3.3%	2.9%	3.4%

High School Graduation Rates

	1999-00	2000-01	2001-02	2002-03	2003-04
Total No. of Graduates	52,852	54,181	54,513	56,923	57,573
Graduation Rate	80.1%	81.4%	82.4%	84.4%	85.1%

Where Our Graduates Go

	1999-00	2000-01	2001-02	2002-03	2003-04
4-Year Institution	38.5%	39.3%	39.5%	39.6%	38.7%
2-Year Institution	22.0%	22.8%	24.6%	25.5%	26.8%
Technical School	3.8%	4.1%	3.9%	4.1%	4.0%
Work	23.7%	22.3%	21.0%	20.1%	19.3%
Military/Other	9.0%	9.8%	9.2%	7.2%	6.5%
Status Unknown	NA	NA	0.3%	3.6%	4.7%



Reading

Student reading scores are measured by the MAP in grades 3 and 7. In 2003-04, nearly 75 percent of third-graders and 62 percent of seventh-graders achieved at the “satisfactory and above” level.

ACT Assessment

Last year, nearly 49,000 Missouri graduates (70 percent) took the ACT exam as sophomores, juniors or seniors. The state’s composite ACT score increased to 21.5 in 2004 and remained ahead of the national average.

NAEP Scores

In 2003, for the first time, every state participated in the National Assessment of Educational Progress (NAEP) in math and reading. A sample of students in grades 4 and 8 were assessed. According to No Child Left Behind, the NAEP exams will now be administered every other year by all states and will be used to compare states’ overall academic performance and progress in math and reading.

Except in fourth-grade mathematics, Missouri is above the national average in the percentage of students at the proficient or advanced levels. In every category, the percentage of Missouri students at or above the proficient level increased in 2003 compared to the previous NAEP exam. In math, Missouri students in grade 4 and 8 have made significant progress since 2000.

New NAEP data will be available in 2005.

Missouri Assessment Program (MAP) Reading Scores

	1999-00	2000-01	2001-02	2002-03	2003-04
Grade 3 Satisfactory & Above	67.6%	71.7%	76.8%	73.4%	74.5%
Grade 7 Satisfactory & Above	59.0%	64.4%	65.8%	62.6%	62.0%

ACT Average Composite Score

	1999-00	2000-01	2001-02	2002-03	2003-04
Missouri	21.6	21.4	21.5	21.4	21.5
National	21.0	21.0	20.8	20.8	20.9

Percent of Graduates Tested

	1999-00	2000-01	2001-02	2002-03	2003-04
Missouri	69%	70%	68%	69%	70%
National	38%	38%	39%	40%	40%

National Assessment of Educational Progress (NAEP)

	Missouri	National	Missouri	National
MATH	2000		2003	
Grade 4 • Proficient or Advanced	23%	22%	30%	31%
Grade 8 • Proficient or Advanced	21%	25%	28%	27%
READING	2002		2003	
Grade 4 • Proficient or Advanced	32%	30%	34%	30%
Grade 8 • Proficient or Advanced	33%	31%	34%	30%



The MAP Exams

Scores from the Missouri Assessment Program (MAP) exams are the primary academic measure used in the state's system of accrediting school districts (the Missouri School Improvement Program, or MSIP). Now, MAP scores also play a pivotal role in meeting federal accountability standards under NCLB.

From 1999 to 2002, MAP scores showed slow but consistent progress in almost all subjects and grades. In 2004, students made significant progress in math in grades 4 and 10, but there was little or no movement in most other subjects and grade levels.

State education officials are now developing revised versions of the MAP exams to satisfy the requirements of No Child Left Behind. Beginning in the spring of 2006, revised MAP assessments in math and communication arts will be administered for *each* grade level in grades 3-8. The math assessment also will be given in grade 10; the communication arts assessment will be given in grade 11.

The revised assessments will be field-tested in the spring of 2005 and implemented statewide in the spring of 2006.

Note: State funding for the science and social studies assessments was eliminated for the 2003 and 2004 school years. As a result, school districts gave the science and social studies exams on a voluntary basis, and fewer students participated.

Missouri Assessment Program Achievement Data

This is a summary. A full report of statewide MAP scores for each grade and subject tested is available at <http://dese.mo.gov/divimprove/assess>. Click on "2004 State Results." Click on "2004 Disaggregated Data" for MAP data broken down by various subgroups of students.

	1999-00	2000-01	2001-02	2002-03	2003-04
MATH					
Grade 4					
• Advanced & Proficient	36.7%	37.7%	37.6%	37.2%	40.4%
• Step 1 & Progressing	22.3%	20.4%	21.1%	20.3%	17.6%
Grade 8					
• Advanced & Proficient	14.1%	14.7%	13.7%	13.9%	13.9%
• Step 1 & Progressing	57.1%	54.4%	54.6%	51.2%	50.9%
Grade 10					
• Advanced & Proficient	10.3%	12.7%	10.7%	12.4%	15.2%
• Step 1 & Progressing	60.0%	56.8%	59.0%	55.4%	52.9%
COMMUNICATION ARTS					
Grade 3					
• Advanced & Proficient	31.7%	31.6%	35.4%	34.1%	34.6%
• Step 1 & Progressing	30.1%	28.6%	26.3%	26.4%	25.6%
Grade 7					
• Advanced & Proficient	32.3%	34.2%	32.0%	32.4%	31.9%
• Step 1 & Progressing	37.8%	34.5%	35.5%	36.3%	37.1%
Grade 11					
• Advanced & Proficient	22.8%	22.6%	23.7%	21.8%	22.5%
• Step 1 & Progressing	38.8%	33.8%	34.6%	35.4%	35.6%
SCIENCE					
Grade 3					
• Advanced & Proficient	44.9%	45.6%	47.7%	47.8%	51.2%
• Step 1 & Progressing	18.5%	17.7%	15.5%	14.5%	12.4%
Grade 7					
• Advanced & Proficient	15.3%	13.6%	14.2%	15.0%	16.3%
• Step 1 & Progressing	59.3%	60.7%	59.2%	59.7%	59.9%
Grade 10					
• Advanced & Proficient	5.9%	8.7%	5.2%	6.3%	6.9%
• Step 1 & Progressing	56.2%	51.1%	55.8%	55.1%	54.2%
SOCIAL STUDIES					
Grade 4					
• Advanced & Proficient	37.7%	41.8%	40.1%	42.3%	48.8%
• Step 1 & Progressing	32.2%	26.8%	28.8%	29.6%	23.6%
Grade 8					
• Advanced & Proficient	42.3%	41.8%	42.0%	40.4%	41.8%
• Step 1 & Progressing	31.3%	29.9%	29.9%	32.0%	30.4%
Grade 11					
• Advanced & Proficient	16.7%	20.4%	15.9%	18.0%	18.9%
• Step 1 & Progressing	44.8%	40.0%	43.4%	46.1%	43.9%

Adequate Yearly Progress (AYP)

Adequate Yearly Progress

To achieve the goal of all children being proficient by 2014, all public schools and districts must make satisfactory improvement – “adequate yearly progress” – each year in communication arts and math. Based on criteria included in NCLB, the Department has established the specific AYP goals listed in the box below.

In 2004, 77.2 percent of all schools and 86.1 percent of Title I schools met the AYP targets in communication arts and math. In all, 1,569 of 2,033 buildings achieved AYP in both subject areas.

A total of 111 Title I schools were identified for “school improvement” for the first time in 2004 because they did not meet AYP targets for two consecutive years. These schools may be required to offer students the option of transferring to other, higher-performing buildings.

Another 13 schools were identified as “in school improvement, third year.” These buildings are among a small group of schools originally targeted for school improvement in 2002. These 13 schools, however, achieved AYP in at least one subject area during the past two years. As a result, they remain in “school improvement” status and do not move into “corrective action” status.

Eight schools are in “corrective action.” These buildings have not met AYP goals for four consecutive years. They are required to implement at least one of several school-improvement strategies specified by NCLB.

A complete list of the Missouri schools identified for “school improvement” or “corrective action” is available at: <http://dese.mo.gov/divimprove/nclb>.

SCHOOLS MEETING AYP GOALS

	Number of Schools	Number Met	Percent Met
All Schools	2,033	1,569	77.2%
Title I Schools	1,104	950	86.1%
Communication Arts	1,993	1,663	83.4%
Mathematics	1,984	1,664	83.9%

SCHOOLS IN SCHOOL IMPROVEMENT OR CORRECTIVE ACTION

Number of Title I Schools in

- “School Improvement” Status for First Time 111
- “School Improvement, Third Year” Status 13
- “Corrective Action” Status 8

SUBGROUP RESULTS

	Comm. Arts	Math
All Students	Met	Met
Asian/Pacific Islander	Met	Met
Black	Not Met	Met
Hispanic	Not Met	Met
American Indian	Met	Met
White	Met	Met
Other/Non-Response	Met	Met
Free- or Reduced-Price Lunch	Not Met	Met
Students with Disabilities	Not Met	Not Met
Limited English Proficient Students	Not Met	Met

Note: In 2004, the Asian and Pacific Islander groups were combined into one subgroup.

ANNUAL GOALS FOR ADEQUATE YEARLY PROGRESS (AYP)

Following are Missouri’s AYP goals for 2003 through 2005. These figures show the combined percentage of students who must score at the “proficient” or “advanced” levels on the MAP in order for a school or district to achieve AYP. These targets apply to each of the subgroups listed in the chart above.

	2003	2004	2005
Communication Arts	19.4%	20.4%	38.8%
Mathematics	9.3%	10.3%	31.1%



Highly Qualified Teachers

One of the major goals of No Child Left Behind is to ensure high-quality teachers for all children in public schools, regardless of where they live or go to school. As a result, the law requires greater public disclosure of teachers' qualifications.

Teachers are considered "highly qualified" if they hold at least a bachelor's degree, are fully certified by the state for all of their class assignments and have expertise in the content area they teach. In Missouri, a teacher who is fully certified meets these criteria.

In the past, Missouri has reported the certification status of teachers. No Child Left Behind goes further and requires the reporting of the percentage of *classes* that are taught by highly qualified teachers.

The state and local school districts also are required to compare the percentage of classes taught by highly qualified teachers in "high-poverty" versus "low-poverty" schools, as defined in the accompanying chart.

Number of Teachers, K-12

1999-00	2000-01	2001-02	2002-03	2003-04
63,492	64,077	66,011	66,579	67,097

Average Teacher Salaries (Includes Career Ladder, extra duty pay, etc.)

1999-00	2000-01	2001-02	2002-03	2003-04
\$35,693	\$36,840	\$38,109	\$39,289	\$39,827

Certification Status of Teachers

Teachers with Regular Certificates*	97.0%
Temporary Authorization or Special Assignment Certificates	1.6%
Substitute, Expired or No Certificate	1.5%
<p>*Regular Certificates. Includes "Life Certificate," "Professional Class I Certificate" and "Professional Class II Certificate," "Continuous Professional Certificate" and "Provisional Certificate." A provisional certificate is a two-year, non-renewable license for individuals who lack a few requirements for full certification.</p> <p>"Temporary Authorization Certificate." A one-year renewable certificate for individuals with a bachelor's degree who are employed by a school district and who complete coursework each year toward their teaching certificate.</p>	

Classes Taught by Highly Qualified Teachers

Number of Classes	255,726
Number of Classes Taught by Highly Qualified Teachers	243,794
Percent of Classes Taught by Highly Qualified Teachers	95.3%
• Highest-Poverty Schools	91.8%
• Lowest-Poverty Schools	97.2%
<p>Note: Highest-poverty schools (top quartile) are those in which at least 57.8% of the students are eligible for free- or reduced-price lunch. Lowest-poverty schools (bottom quartile) are those in which less than 35% of students are eligible for free- or reduced-price lunch.</p>	

Sources of Revenue for Schools					
	1999-00	2000-01	2001-02	2002-03	2003-04
Local*	56.2%	55.9%	56.8%	56.4%	57.9%
State	37.2%	37.0%	35.4%	35.4%	33.3%
Federal	6.6%	7.0%	7.8%	8.2%	8.8%
*Includes local and county sources and the state 1¢ sales tax ("Proposition C")					

Current Expenditures Per Pupil (in average daily attendance)				
1999-00	2000-01	2001-02	2002-03	2003-04
\$6,303	\$6,767	\$7,146	\$7,434	\$7,394

Average Tax Rates					
	1999-00	2000-01	2001-02	2002-03	2003-04
Operating Funds	\$3.39	\$3.42	\$3.42	\$3.45	\$3.46
Debt Service	\$0.44	\$0.49	\$0.53	\$0.55	\$0.56

Disciplinary Actions	
Number of Incidents Reported	14,172
Incident Rate (Per 100 Students)	1.6
Type of Removal	(number rate)
• Out-of-School Suspension (10 Days or More)	12,972 1.5
• Expulsion	121 0.0

Accreditation Status of School Districts			
Accredited	Provisionally Accredited	Unaccredited	Total
509	14	1	524



Safe Schools

According to NCLB, states must identify unsafe ("persistently dangerous") schools, and school districts must allow students in those schools to switch to other schools within the district.

The State Board of Education has adopted a formal policy for identifying persistently dangerous schools (<http://dese.mo.gov/schoollaw/rulesregs/50355100.htm>), but no schools have been identified as of December 2004.

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